

Mental health Care

Access Game

5	6			18	19	29	30
4		8	16		20	28	
3		9	15		21	Stigma	
		10	14			26	
1		11		13	23		25

Comprehensive Care



Start Access

Mental health Care



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Access Game

The time has come to learn with lots of fun! Everyone is invited to participate in the Access Game, an important time to learn, socialize, have fun and discuss the topic of access.



Duration

2 hours and 30 minutes

Mental health Care Access Game

The Access game is a simple and easy to play game. You will learn about the story of five characters who represent people seeking access to mental health care in Primary Health Care (PHC). They will walk around the board and may come across some illustrations that help to spark discussions about the barriers to these people/characters' access to mental health care, as well as PHC's potential and strategies to overcome these barriers and ensure comprehensive care. The figures that illustrate PHC's potential and strategies make the player advance a few spaces, while those that explain the user's access barriers to the service make the player return a few spaces. In addition, players will be invited to share examples of their professional experiences where these barriers were identified, as well as the potential and strategies for overcoming the barriers, advancing a few more points by sharing their experiences.

Components

- 1 game board
- 1 game dice
- 3 game characters representing people who use the health service
- playing cards with illustrations and explanatory texts

Game objective

Discuss and reflect on the person's path in the search for access and comprehensive care in the health service.

Game rules

- Divide participants into 3 groups, each group will represent a person/character.
- The group that rolls the highest number on the game dice will be the first to play. The next groups will be defined in descending order, that is, from whoever got the highest number to whoever got the lowest number.
- After rolling the dice, each group will walk their character, house by house, with the drawn number.
- When the group finishes their movement in a house where there is a card that illustrates a certain barrier or potential for access, they will turn it over to read the text on the back of the card.
- The back of the cards contains the continuation of the story of the game's characters, relating them to the barriers and potentialities illustrated. According to what happens in the characters' story, players move forward or back to houses, as indicated on the cards.
- Furthermore, on the back of the card there is a challenge for the group. It should be answered immediately after reading your story character. This challenge is an invitation to the group to give personal accounts of their professional practice related to that access barrier or potential. If you answer the challenge, the group advances more spaces, as indicated on the card.
- If the illustration that the player fell is a question mark, the group is invited to think about a situation that could be a potential or a situation that could be a barrier to accessing mental health care. The group advances the spaces as indicated on the card.
- Two or more users can occupy the same house simultaneously.

Access Game

Character profile

Read the story of the five characters and choose one of them to go around the board with your group:



John: 73-year-old elderly man, retired, registered with the PHC team, but does not use the service, only in cases of oral health emergencies, when he feels pain. He participated in a group program for the functional assessment of elderly people. The only health condition identified was occasional alcohol abuse, which increased after retiring, and the team assessed that there was no current functional impairment. However, a week later, John fell to the floor on his way back from the bar, broke his femur and is confined to bed after surgery.



Maria: 14-year-old teenager, lives with her maternal grandmother, starts prenatal care for an unplanned pregnancy with 14 weeks. She reports not knowing who the father is, having had a relationship with more than one partner at community parties. She tested positive for syphilis and reports that although unplanned, the pregnancy is desired. She's scared to tell her grandmother. When thinking about talking to her grandmother about the subject, she starts to have chest pain, shortness of breath and tingling in her left upper limb.



Tereza: 55 years old, unemployed, has a chronic health condition of hypertension and diabetes mellitus. During a scheduled appointment, she brings her list of complaints containing 13 items, including a lot of sadness, lack of energy and difficulty sleeping. She can no longer take so much medication for high blood pressure and diabetes. She says her high blood pressure and diabetes are emotional as her life has never been the same since her son was hospitalized for hearing voices and diagnosed with schizophrenia at age 20.

Game cards

Obstacle/barrier

- Stigma
- Deficit in professional skills
- Offer-based Access Management

Potentiality/Advantages of Primary Health Care

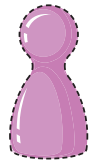
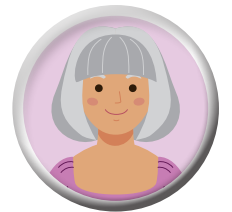
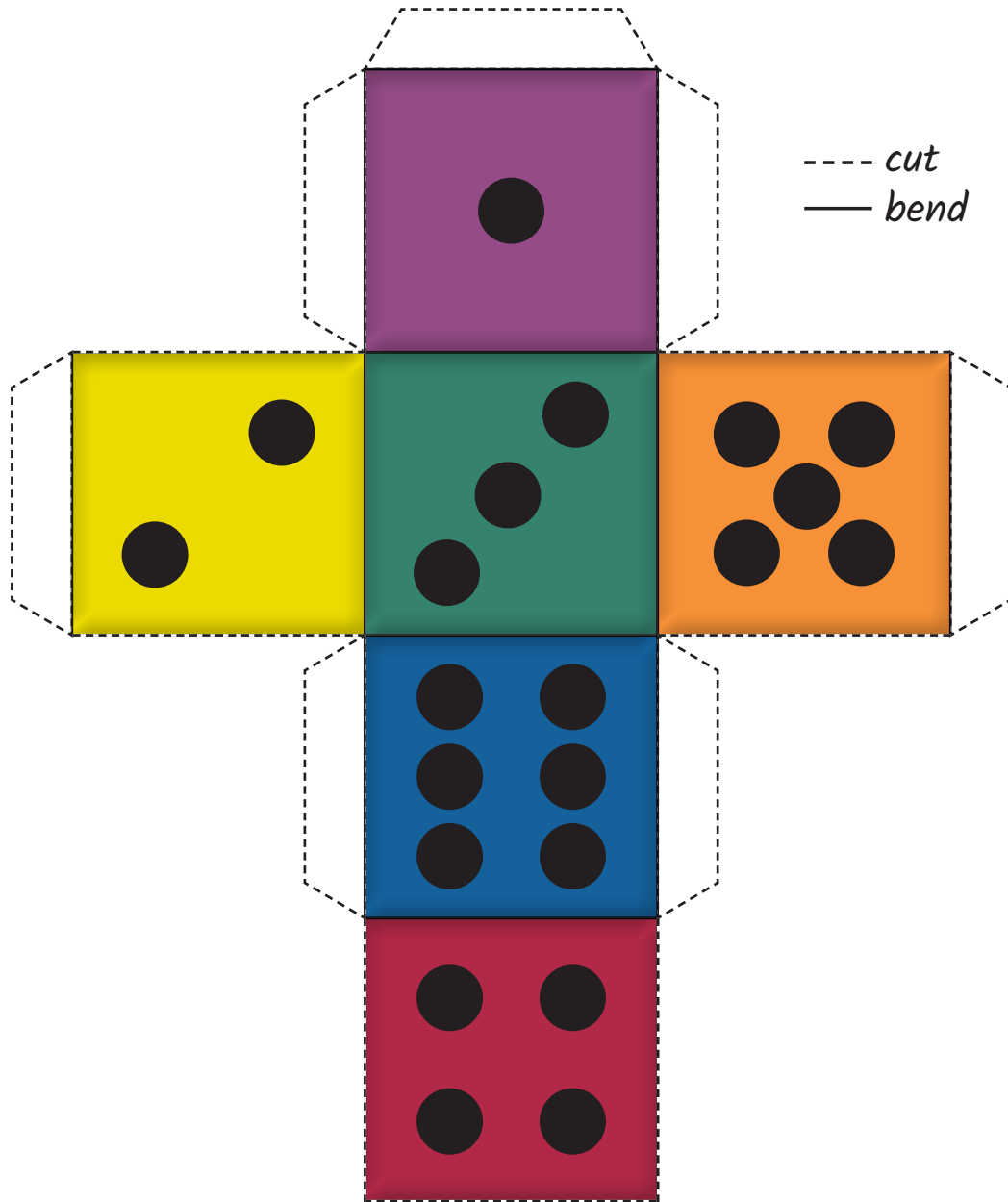
- Community Health Agent
- Collaborative Care
- Intersectorality

Game winner

- The person/character who manages to overcome all barriers to access and enhance their journey with elements of Primary Health Care (PHC) will arrive first by gaining access to comprehensive care.
- Along this path, all opinions and personal experiences will enrich the discussions and will be useful to identify some
- of the barriers that the user may encounter in their journey to access adequate Mental Health care. Furthermore, we will have the opportunity to recognize which strategies help us overcome these barriers.
- Therefore, even if there is a winner, everyone wins by taking the knowledge acquired in the discussions into their professional practices.



Access Game





Stigma

Stigma is defined as a negative or derogatory attribute, which makes the subject different, diminished or possessing a disadvantage. There are several ways in which stigma reduces access to healthcare, including: stigma from a person toward themselves, stigma from others, stigma from the healthcare provider, and structural stigma.



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John

In the community where John lives, people know him as "Boozer". When a home visit was requested for him, who is confined to bed, the team doctor does not prioritize this visit, as he reports that John fell, doctor says that he needs to take care of people who really need and want to be taken care of. Therefore, the doctor's behavior reinforced the stigma towards alcohol users, thus presenting a barrier for the character to access care. Return 2 squares.

Challenge: Think about a real professional situation in which stigma was a barrier to accessing mental health care. How can this barrier be overcome?



Maria

When she arrived at the health service to take the rapid pregnancy tests, she was approached by her team nurse. When she reported that she was very nervous with chest pain and shortness of breath, the professional told her in a mocking tone: "girl, you are old enough to be playing with dolls, not to be taking care of children, I will contact your grandmother so she can make the arrangements. Stop peeping." After having a prenatal consultation, the teenager asked the nurse not to tell her grandmother anything. She did not return to the unit for fear of people knowing the information. Therefore, an important bond was not created and treated as a pregnant teenager. Thus setting up a barrier to the access of this person/character. Return 2 squares.

Challenge: Think about a real professional situation in which stigma was a barrier to accessing mental health care. How can this barrier be overcome?



Tereza

Every time Tereza returns to the health unit, all the professionals look at her the wrong way. They say she is a polycomplainant and frequents the health unit more than the employees who work there. She always leaves the consultation with a prescription for vitamin supplements and instructions for exercising. However, her complaints are invalidated because she is a person who frequents the health service a lot, which constitutes a barrier to access to comprehensive care. Return 2 squares.

Challenge: Think about a real professional situation in which stigma was a barrier to accessing mental health care. How can this barrier be overcome?



Deficit in professional skills is when the professional does not see the person as a whole, he divides body and mind. He considers that mental health issues are a competence of specialized psychiatric knowledge, or he does not recognize the mental disorder and believes that that different behavior is only due to a social issue, causing feelings of insecurity in the PHC professional. This context is aggravated when the professional has difficulties with communication skills or does not have adequate attitudes towards these people.



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John

John had a very bad toothache and decided to seek out the health service's oral health service. At the time of the consultation he was drunk, which made it impossible to carry out the procedure. The dentist reported the case at a team meeting, but the doctor said that he does not treat alcoholism in PHC, and that he would have to be referred to a specialized service for the treatment of alcoholism. In this way, the professional's lack of competence in how to approach issues related to alcohol becomes a barrier. Return 2 squares.

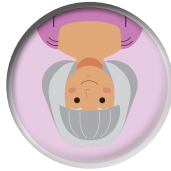
Challenge: Think of a real professional situation in which there was a lack of knowledge, skill or attitude to provide mental health care. What could be done to close this gap?



Maria

When reporting that she had chest pain, shortness of breath and tingling in the left upper limb and was pregnant, the nurse who provided care referred her to the emergency room, as the team doctor was carrying out a home visit and she did not know how to conduct the procedure. The lack of professional competence for a comprehensive care approach that encompasses Mental Health issues constitutes a barrier. Return 2 squares.

Challenge: Think of a real professional situation in which there was a lack of knowledge, skill or attitude to provide mental health care. What could be done to close this gap?



Terza

Every time she goes to a doctor's appointment, Terza reports that her blood pressure and diabetes dosage of medications for these chronic conditions are emotional. However, the doctor always adjusts the dose and never asked about the situations that lead Terza to be emotionally shaken. The lack of professional competence leads doctors to not address emotional issues, only focusing on physical issues. Setting itself up as a barrier. Return 2 squares.

Challenge: Think of a real professional situation in which there was a lack of knowledge, skill or attitude to provide mental health care. What could be done to close this gap?



Access management based on supply: in this model you offer access in a team-centered way, that is, what the team understands that its population needs, but which does not always correspond to what the population really needs, having no connection with real needs of people. The health team does not consider its population and territory when organizing access, ignoring the importance of identifying and qualifying the demand of the people served by PHC.



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After the group program of functional assessment of the elderly person, even though the team identified the occasional abusive use of alcohol, as this did not cause functional impairment and he did not have any specific complaints, no care was scheduled. By scheduling access based on a restricted schedule, this becomes a barrier. Return 2 squares.

Challenge: Think about a real professional situation in which the supply management model was a barrier to accessing mental health care. How can this barrier be overcome?



John

When leaving the prenatal consultation, Maria takes the paper that the nurse gave her with the words: "Book an appointment with the psychologist" when she went to reception, she was informed that she would join the waiting list, as the psychologist's schedule is already full and she will need to wait for someone to be discharged from treatment. The fact that the psychologist provides individual care and does not prioritize the needs of users constitutes a barrier. Return 2 squares.

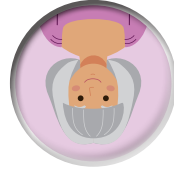
Challenge: Think about a real professional situation in which the supply management model was a barrier to accessing mental health care. How can this barrier be overcome?



Maria

Tereza always seeks out the health service to carry out the renovation prescription for your Hypertension and Diabetes medications, during the Hypertension and Diabetes program (Hiperdia). However, on these occasions your other complaints are not evaluated, as Hiperdia's focus is on revenue renewal. Therefore, all other complaints are not accepted, thus creating a barrier. Return 2 squares.

Challenge: Think about a real professional situation in which the supply management model was a barrier to accessing mental health care. How can this barrier be overcome?



Tereza



ACS (Agente Comunitário de Saúde): as a member of the community, the Community Health Agent becomes a mediator and facilitator in the relationship between the health service and the people served, establishing effective interpersonal communication, which can facilitate the achievement of comprehensive health care recommended by the SUS (Sistema Único de Saúde) and provide dignity and respect to users in need of mental health care.



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John

The ACS in the region where John lives learned about his fracture and his bed rest and scheduled a visit with the nurse on her team. Before entering John's house, the ACS expressed concern about the fact that he was frequenting the bar daily, and that the fall was possibly related to alcohol use. When talking to John and his family, the nurse, already sensitized, provided comprehensive care, identifying with John the relationship between the fracture and the damage caused to him by the use of alcohol. Thus, the attentive look of the ACS was a potential for access. Advance 2 squares.

Challenge: Tell a real professional situation in which the ACS facilitated access to Mental Health care.



Maria

When leaving the health service after the first prenatal consultation, Maria found her ACS and said she thought she was having a heart attack. The ACS asked if the nurse had examined her, she said yes, but it was nothing. So, having known her grandmother and Maria since she was very little, ACS felt like asking: "Is there anything making you more nervous or worried?" She also asked if Maria wanted to talk to anyone else on the health team. Maria agreed to talk to the dentist, with whom she liked to talk when she went to do the Health at School Program actions. The ACS demonstrated empathy for Maria's situation, welcomed her suffering and favored access to care by the professional with the closest ties. Advance 2 squares.

Challenge: Tell a real professional situation in which the ACS facilitated access to Mental Health care.



Tereza

During a home visit, the ACS identified that Tereza stopped doing her household chores and attending church. He became concerned when he realized that the support from his social support network was more fragile and asked if he could help her with her health needs. After listening to her talk about her difficulties in controlling high blood pressure due to the "nervousness" that her son causes, he offered to schedule a home visit with the multidisciplinary team for her and her son. Advance 2 squares.

Challenge: Tell a real professional situation in which the ACS facilitated access to Mental Health care.



Collaborative care (“matriciamento”): is a work process that involves professionals with different knowledge, who exchange experiences and information, with the aim of expanding health care in PHC. The logic of collaborative care can be used by any professional PHC team or as a strategy to bring together the points of care involved in comprehensive patient care.



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Challenge: Tell a real professional situation in which collaborative care facilitated access to Mental Health care.

Advance 2 squares.
to care in the place where John was most connected. the professionals to agree on tasks, and enabled access the case with them monthly. Collaborative care allowed specialized service would remain a reference to discuss for monitoring John and the psychologist from the which the PHC nurse and doctor would be responsible with John. They agreed on a therapeutic project in the nurse can understand how to address this issue, requesting a joint home visit. In this joint assessment, psychologist at the service specializing in alcoholism, change this habit, they chose to seek support from the that would make them more aware of the need to use. As they did not feel able to undertake an approach did not identify John's desire to change this pattern of was causing him harm, but it was also evident that they team agreed that John's pattern of alcohol consumption discussed John's case in her team meeting. The entire After carrying out the first Home Visit, the Nurse



John

Challenge: Tell a real professional situation in which collaborative care facilitated access to Mental Health care.

Advance 2 squares.
family approach. In a prenatal consultation with the doctor, Maria felt at ease and confessed that she was feeling very alone and that she was desperate. She said she grew up hearing her grandmother repeat that her mother turned her life when she became pregnant with her and that everyone in her house was in need at that time. The doctor was welcoming and validated Maria's concerns. She asked her if she would like help with this conversation with her grandmother, offering Maria a joint consultation with the psychologist from the multidisciplinary team. Days later, the psychologist took the opportunity to discuss with the doctor how to carry out a family approach to conflict resolution. The team worked together to offer access to Maria and the collaboration through joint consultation developed the doctor's professional skills in family approach. Advance 2 squares.



Maria

Challenge: Tell a real professional situation in which collaborative care facilitated access to Mental Health care.

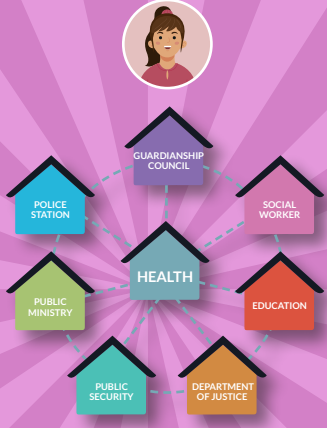
Advance 2 squares.
between the PHC team and the specialized service team. A joint home visit was scheduled between the ACS, nurse and psychologist from the multidisciplinary team. During the home visit, Tereza says she is very worried about her son who is talking to himself. She says that at the age of 20 he had a psychotic episode and was hospitalized, but since discharge he has not had any mental health follow-up. She says it makes her very sad, it has made her pain worse, and she can't control her high blood pressure. The multidisciplinary team identified the need for care for Tereza, offering her participation in the support group for women at the health service and realized the importance of coordinating the care of her son in the specialized service in the region, making contact and organizing a day to a joint home visit between the PHC team and the specialized service team.



Tereza



Intersectorality: intersectoral action can be understood as an articulation of different sectors with different knowledge, powers and experiences, with the aim of qualifying the planning and delivery of care in the territory, essential for facing complex situations.



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Quiz

Challenge: Tell a real professional situation in which an intersectoral action facilitated access to Mental Health care.

John's family's health care team discussed his case in a meeting and came to the conclusion that he did not have a support network in the city. They then contacted the Culture Center to check what activities were available in the community. During the period when he was confined to bed, some home visits were carried out in which the team worked with John on his motivation to participate in some of these activities. John said he really liked chess. The team arranged for the group that played chess at the community center to go to John's house once a week. When John started walking again he had already made good friends and started going to the community center. Advance 2 squares.



Challenge: Tell a real professional situation in which an intersectoral action facilitated access to Mental Health care.

After overcoming the first challenge, with the help of the health team and telling her grandmother that she was pregnant, Maria told her grandmother that she was finding it very difficult to go to school now other participants, who talked about various activities meetings, she established bonds of friendship with the women at the PHC health service. Throughout the Teresa began participating in the support group for improved and she finally accepted the invitation to help organize a community party. The psychosocial activity offered in the health service made it possible to expand access to the intersectoral care network. Advance 2 squares.



Challenge: Tell a real professional situation in which an intersectoral action facilitated access to Mental Health care.

Teresa began participating in the support group for women at the PHC health service. Throughout the meetings, she established bonds of friendship with the other participants, who talked about various activities that took place in the community church. As she participated in the group over time, her discouragement improved and she finally accepted the invitation to help organize a community party. The psychosocial activity offered in the health service made it possible to expand access to the intersectoral care network. Advance 2 squares.



If you can identify a potential for access, move forward 1 square.
If you can identify a barrier to access and a strategy to overcome it, move forward 2 squares.